



# EYFS - Medium Term Planning - History - Autumn

## All About Me and Transport Past and Present (Autumn 1 & Autumn 2)



### Essential Knowledge & End Points

#### Autumn 1

Humans change over time  
Families grow and change over time

#### Autumn 2

Transport in the past was different from the present day.  
George Stephenson designed a steam train called Rocket.

### Key Vocabulary

#### Autumn 1

baby, toddler, young child, older child, teenager, adult, elderly person, past, present, future.

#### Autumn 2

technology, horse and cart, carriage, motor, penny farthing, astronaut  
Steam, coal, power, chimney, funnel, Rocket, railway

### EYFS Curriculum Coverage (Development Matters)

Begin to make sense of their own life-story and family's history.  
Comment on images of familiar situations in the past.

### Early Learning Goal- Understanding the World-Past and Present

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling



Autumn 1	Knowledge	As historians, we will...
<b>Session 1: Humans change over time</b>	<ul style="list-style-type: none"> <li>Children are beginning to recognize different growth stages within the life cycle of a human.</li> <li>Children are beginning to imagine what they might do when they are an adult.               <ul style="list-style-type: none"> <li>Children are beginning to recognize the past, present and the future.</li> </ul> </li> </ul>	Use images to understand how they have changed over time and what they might want to be in the future.
<b>Session 2: Families change and grow over time</b>	<ul style="list-style-type: none"> <li>Children can talk about their families and the people who care for them.</li> <li>Children recognize some people are at different ages and stages in their life.</li> <li>Children are beginning to understand chronology and the passing of time.</li> </ul>	Begin to understand simple chronology
<b>Autumn 2</b>		
<b>Session 4: Transport in the past</b>	<ul style="list-style-type: none"> <li>Children recognise that transport in the past was very different from transport today.</li> </ul>	Use stories to understand how transport of today is different from transport in the past.
<b>Session 5: George Stephenson and the Rocket</b>	<ul style="list-style-type: none"> <li>Children know that trains ran by steam in the past. Children know transport has changed over time.</li> </ul>	Understand changes over time when thinking about transport.



# Year 1 - Medium Term Planning - History - Autumn 2

## Discovering History



<p><b>Prior Learning Links</b></p> <p>This unit builds on children’s understanding of the Early Learning Goal ‘Past and Present’ from the end of Reception. If following PKC, children in Early Years will bring an understanding of dinosaurs, transport in the past, stories from the past, including fables, and the monarchy. They will have learned about significant people from the past, including the explorer, Ernest Shackleton. This unit offers a seamless transition to KS1 history, building on children’s prior knowledge and helping them to know and remember more.</p>	<p><b>Essential Knowledge &amp; End Points</b></p> <ul style="list-style-type: none"> <li>History is the story of the past.</li> <li>People who study history are called historians.</li> <li>Historians uses sources to learn about the past.</li> <li>Archaeologists find out about the past through looking at things found in the ground.</li> <li>Things found by archaeologists are called artefacts.</li> <li>Family trees tell us who lived in the past.</li> </ul> <p><b>National Curriculum Coverage</b></p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <ul style="list-style-type: none"> <li>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> <li>Significant historical events, people and places in their own locality.</li> </ul>	<p><b>Key Vocabulary</b></p> <p><b>history</b>-the stories people tell about the past</p> <p><b>historian</b>-a person who learns about the past</p> <p><b>pre-history</b>-the time before people wrote things down</p> <p><b>archaeologist</b>-a person who looks in the ground for clues about the past</p> <p><b>artefact</b>-an object made and used a long time ago</p>	
<p><b>Concepts</b></p> <p><b>Substantive</b>- ancestry and monarchy</p> <p><b>Disciplinary</b>- sources &amp; evidence and historical significance</p>  	<p><b>Knowledge</b> <span style="float: right;"><b>As historians, we will...</b></span></p>		
<p><b>Session 1: What is the past?</b></p>	<p>To know that history is the stories people tell about the past</p> <ul style="list-style-type: none"> <li>The past is all the things that have already happened <ul style="list-style-type: none"> <li>History tells us stories from the past</li> </ul> </li> <li>People who study the past are called Historians</li> </ul>	<p>Understand what the discipline of History is and what Historians do.</p>	<p><b>Assessment opportunity</b></p> <p>Prior learning assessment-what do we know about dinosaurs?</p>
<p><b>Session 2: Family trees</b></p>	<p>To know that family trees tell us who lived in the past</p> <ul style="list-style-type: none"> <li>A family tree shows us how people are related</li> <li>Family trees can show us who got married and who had children</li> <li>The Royal Family Tree shows us who was the King or Queen in the past</li> </ul>	<p>Use family trees to understand what happened in the past including the Royal family tree.</p>	
<p><b>Session 3: How do we know about history?</b></p>	<p>Historians study books, pictures and many other sources to find out about the past</p> <ul style="list-style-type: none"> <li>Sources tell us about the past</li> <li>Books, photos and letters are sources that can tell us about the past</li> <li>Mary Seacole was a lived a long time ago and we can find out about her through sources</li> </ul>	<p>Use sources to understand what happened in the past (opportunity to look at locally significant person)</p>	
<p><b>Session 4: What do archaeologists do?</b></p>	<p>Archaeologists find out about the past through looking at things found in the ground</p> <ul style="list-style-type: none"> <li>A long time ago, people did not write books about their lives</li> <li>Archaeologists are people who find things that belonged to people from long ago and learn about them</li> <li>Often, archaeologists have to dig in the ground to find things that belonged to people from long ago</li> </ul>	<p>Learn about the importance of the discipline of archaeology and how it can help Historians learn about the past. (could look at a place that is locally significant)</p>	



<p><b>Session 5: Our local history</b></p>	<p>To understand what life was like in the past where we live</p> <ul style="list-style-type: none"> <li>• To understand that people lived in Congleton a long time ago.</li> <li>• To know that people travelled around differently a long time ago</li> <li>• To know that in Congleton, a long time ago, people travelled by walking, or by horse and carriage</li> </ul>	<p>To learn that Congleton has its own local History and that we can find out about it from pictures and other sources.</p>	
<p><b>Session 6: Assessment</b></p>	<p>Option A: What is history? Children can look back at the work in their books and answer the question by writing and/or drawing a picture.</p> <p>Option B: How do we know about history? Children can look back at the work in their books and answer the question by writing and/or drawing a picture.</p> <p>Option C: What was the place where we live like a long time ago? Children can look back at the work in their books and answer the question by writing and/or drawing a</p>	<p>Write about what the discipline of history is and what historians do.</p>	<p><b>Assessment opportunity</b></p> <p>Multiple Choice Quiz: Children could complete a multiple-choice quiz as a class using the IWB or individually on paper.</p>



# Year 2 - Medium Term Planning - History - Autumn 2

## Roman Britain



<p><b>Prior Learning Links</b></p> <p>Before this unit, they will have some understanding of power and monarchy from their units on Kings and Queens and Parliament and Prime Ministers. They will have also looked at what a country is when learning about the UK and Seven Continents in geography. This will enable them to develop a basic understanding of an empire being a 'group of states and/or countries ruled over by a single person or ruling power'.</p>	<p><b>Essential Knowledge &amp; End Points</b></p> <ul style="list-style-type: none"> <li>• The Romans were an ancient civilisation that built an empire.</li> <li>• Romans had well-organised large armies with many soldiers.</li> <li>• Romans invaded Britain and Boudicca led a rebellion against the Roman invasion.             <ul style="list-style-type: none"> <li>• Romans built towns across Britain.</li> </ul> </li> <li>• After the fall of the Roman empire, many aspects of Roman life remained in Britain.</li> <li>• Romans created written records which is why we know about their history.</li> </ul> <p><b>National Curriculum Coverage</b></p> <p>Events beyond living memory that are significant nationally or globally (Boudicca's rebellion)</p> <ul style="list-style-type: none"> <li>• The lives of significant individuals in the past who have contributed to national and international achievements (Boudicca, Julius Caesar, Emperor Claudius)</li> <li>• Significant historical events, people and places in their own locality</li> </ul>	<p><b>Key Vocabulary</b></p> <p><b>empire</b>-a group of states or countries ruled over by a single person or ruling power</p> <p><b>legion</b>-a large group of soldiers who form one section of an army</p> <p><b>cavalry</b>-soldiers who fought on horseback</p> <p><b>invasion</b>-the entering or taking over of a place, by force</p> <p><b>rebellion</b>-when a group of people are angry about something, usually something done by the people in power, and rise up and fight them</p> <p><b>emperor</b>-a person who rules an empire</p> <p><b>defeat</b>- to lose against someone in a fight, war, or competition</p> <p><b>aqueduct</b>-bridge-like system built to move water from one location to another</p> <p><b>centurion</b>- soldier in the Roman army responsible for the command of one hundred men</p>
<p><b>Concepts</b></p> <p><b>Substantive</b>-civilisation, empire, invasion, conquer, and rebellion</p> <p><b>Disciplinary</b>-sources &amp; evidence, continuity &amp; change</p> <div style="display: flex; justify-content: space-around;">   </div>		

	Knowledge	As historians, we will...	
<p><b>Session 1: The Growth of the Roman Empire</b></p>	<p>To know that the Romans were an ancient civilisation with a huge empire</p> <ul style="list-style-type: none"> <li>• The Romans had an empire</li> <li>• The Romans used their technology and large army to explore and rule their empire             <ul style="list-style-type: none"> <li>• People living in Britain were not as advanced as the Romans</li> </ul> </li> </ul>	<p>Understand how Romans used technology and the impact that this had in Britain.</p>	<p><b>Assessment opportunity</b></p> <p>Share the K.O Can children recognise any locations on the map? Does anyone know anything about the Romans already?</p>
<p><b>Session 2: The Roman Army</b></p>	<p>To know that the Romans had several large armies with many soldiers from around the Empire</p> <ul style="list-style-type: none"> <li>• The Roman army was large and well organised</li> <li>• Archaeologists have found out that Roman soldiers wore armour and carried weapons</li> <li>• Roman soldiers were well trained and this helped the Roman Army to conquer much of Europe</li> </ul>	<p>Learn about the Roman army from what archaeologists have uncovered in Britain.</p>	
<p><b>Session 3: Roman Invasion of Britain</b></p>	<p>To know that the Romans invaded Britain</p> <ul style="list-style-type: none"> <li>• The Romans successfully invaded Britain in 43 CE             <ul style="list-style-type: none"> <li>• Boudicca rebelled against the Romans</li> <li>• Boudicca's rebellion was unsuccessful</li> </ul> </li> </ul>	<p>Understand the historical significance of Boudicca.</p>	
<p><b>Session 4: Roman Towns</b></p>	<p>To know that Romans built towns across Britain</p> <ul style="list-style-type: none"> <li>• The Romans built towns surrounded by stone walls</li> <li>• Roman towns often contained shops, homes, yards for animals, a forum and a basilica Hadrian's Wall formed the northern border of the Roman Empire</li> </ul>	<p>Use maps to learn about ancient Roman towns</p>	
<p><b>Session 5: Changes that the Romans made to Britain</b></p>	<p>To know that the Romans made changes to Britain</p> <ul style="list-style-type: none"> <li>• The Romans built towns and roads across Britain</li> <li>• The Romans created written records which is how we know about their history</li> <li>• After the fall of the Roman Empire, many people and aspects of Roman life remained in Britain</li> </ul>	<p>Consider the impact that Romans had on Britain. They will learn that Romans created written records which is how historians know about their history.</p>	

<p><b>Session 6: Assessment</b></p>	<p>Option A: Write an essay: How did the Romans change Britain over time?</p> <p>Option B: Write a non-chronological report on the Romans in Britain. Sub-headings could include: Roman Army, Roman Towns, Roman Language.</p> <p>Option C: Create a 'Knowledge Showcase' with drawings and text showing everything you have learned about the Romans.</p>	<p>Write about how Roman invasion changed life in Britain. (continuity and change)</p>	<p><b>Assessment opportunity</b></p> <p>Multiple Choice Quiz: Children complete the MCQ and mark their own immediately afterwards to provide instant feedback.</p>
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# Year 3 - Medium Term Planning - History - Autumn 2

## Ancient Egypt



### Prior Learning Links

This unit follows on from The Stone Age to the Iron Age. These units cover some of the same time period which should allow children to make comparisons between what was happening in Egypt and Britain at the same point in time. During this unit, the children will begin by locating Egypt (the children have previously learned about the continents of the world in Geography and should be able to identify Africa) and looking at the importance of the River Nile. The children will also learn about settlements and rivers in Geography this year.

### Concepts

**Substantive-** civilisation, society, power, hierarchy and religion.

**Disciplinary** -sources & evidence, similarities and differences.



### Essential Knowledge & End Points

- the ancient Egyptians were an ancient civilization who lived near the Nile in Egypt.
  - the River Nile floods, creating fertile land to grow crops
- ancient Egyptian society was hierarchal, and the Pharaoh was the leader at the top
- the Ancient Egyptians used a writing system called hieroglyphics which we have been able to translate and use to find out more about them
  - the ancient Egyptians believed in many gods and goddesses and prepared for the afterlife
- the archaeologist, Howard Carter, discovered the tomb of Tutankhamun- a Pharaoh that was mummified.

### National Curriculum Coverage

The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared: An in-depth study of Ancient Egypt

### Key Vocabulary

- River Nile-a River**, which flows through the continent of Africa: it is the longest river in the world
- Black Land-** the land either side of the River Nile, which is black in colour: it is full of rich nutrients to help plants grow
- Irrigation-**the supply of water, which helps land or crops grow
- archaeologist-** scientists who study the history of humans by looking at what has been left behind, e.g. objects buried underground or graves
- Pharaohs-** Pharaohs were the kings or queens of Egypt: a Pharaoh was the most important and powerful person in the kingdom
- artefacts-** an object made and used a long time ago
- hieroglyphics-** an ancient Egyptian writing system
- mummification-**the process used by ancient Egyptians to preserve a person's body for the afterlife
- pyramid-** a huge stone tomb built by ancient Egyptians

	Knowledge	As historians, we will...	
<b>Session 1: Locating Egypt and the River Nile</b>	To identify the location of Egypt and understand the importance of the Nile. <ul style="list-style-type: none"> <li>• Egypt is located in north-east Africa</li> <li>• The River Nile floods, which creates fertile land for farming.</li> <li>• Ancient Egyptians lived near the Nile as they could grow food.</li> </ul>	Understand the importance of the geography of Egypt and how this influenced its history.	<b>Assessment opportunity</b> Recap the continents of the world. Where is Africa? Have you ever heard of a place called Egypt?
<b>Session 2: Life in Ancient Egypt</b>	To understand that Ancient Egyptian society was hierarchical <ul style="list-style-type: none"> <li>• Pharaohs were Ancient Egyptian rulers Farmers were at the bottom of the social pyramid</li> <li>• Archaeologists use artefacts and the remains of villages to find out about Ancient Egypt</li> </ul>	Understand how we know so much about life in ancient Egypt and the importance of artefacts in helping us to discover more	
<b>Session 3: Religion and the Afterlife</b>	To know that Ancient Egyptians worshipped many Gods and believed in the afterlife <ul style="list-style-type: none"> <li>• Ancient Egyptians worshipped over 2000 gods and goddesses</li> <li>• Ancient Egyptians believe Pharaohs represented Gods on Earth.               <ul style="list-style-type: none"> <li>• They believed in the afterlife</li> </ul> </li> </ul>	Appreciate the important of Religion in helping us to understand this ancient civilization	
<b>Session 4: Tutankhamen and Howard Carter</b>	To know that Howard Carter discovered the tomb of Tutankhamun <ul style="list-style-type: none"> <li>• Tutankhamun became Pharaoh at 9 when his father died</li> <li>• An archaeologist, Howard Carter discovered Tutankhamun's tomb.</li> <li>• Tutankhamun was mummified and was surrounded by lots of priceless treasures</li> </ul>	Appreciate the role of archaeologists in helping us to learn about Ancient Egypt	
<b>Session 5: Hieroglyphics</b>	To understand that hieroglyphics can tell us about life in Ancient Egypt <ul style="list-style-type: none"> <li>• Ancient Egyptians left pictures, writing and statues behind.               <ul style="list-style-type: none"> <li>• Hieroglyphics can tell us about life in Ancient Egypt</li> </ul> </li> <li>• The Rosetta Stone helped people understand hieroglyphics.</li> </ul>	Learn about the past using sources and evidence including the use of hieroglyphics	



<b>Session 6: Assessment</b>	Option A: Write a report on the Ancient Egyptians Option B: Write a letter from Howard Carter to Lord Carnarvon explaining his findings. Option C: Create a timeline of Ancient Egypt and what was happening in Britain at the time	Write like an Historian in order to show people what we know about this ancient civilization.	<b>Assessment opportunity</b> Complete the MCQ available.
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# Year 4 - Medium Term Planning - History - Autumn 1 and 2

## Ancient Greece



<p><b>Prior Learning Links</b></p> <p>This unit builds on chronologically from the study of Ancient Egypt. Children should have some prior knowledge of how civilisation began along the Nile in Ancient Egypt.</p> <p>It also elaborates on substantive concepts of power and democracy which were first developed in Year One in 'Kings and Queens' and 'Parliament and Prime Ministers', deepening children's understanding of both.</p>	<p><b>Essential Knowledge &amp; End Points</b></p> <ul style="list-style-type: none"> <li>• Ancient Greece was made up of independent city-states</li> <li>• Athens is considered to be the birthplace of democracy.</li> <li>• The Spartans were fierce warriors and lived very modestly. <ul style="list-style-type: none"> <li>• Alexander the Great created a vast empire.</li> </ul> </li> <li>• Plato, Socrates and Aristotle were Ancient Greek Philosophers.</li> <li>• Ancient Greeks built important buildings with large columns and that this style has been copied around the world.</li> <li>• Ancient Olympic Games included competitive sports, including running, javelin and equestrian events.</li> <li>• The Ancient Greeks left an important legacy and are still remembered today.</li> </ul> <p><b>National Curriculum Coverage</b></p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p><b>Key Vocabulary</b></p> <p><b>ancient Greece</b>-an ancient civilisation based around the Greek peninsula and the surrounding islands</p> <p><b>Athenian</b>-people who lived in the city-state of Athens</p> <p><b>Spartan</b>-people who lived in the city-state of Sparta: they were known for being great warriors</p> <p><b>democracy</b>-a system of government where the people can vote to decide things (Athens was the first city-state to develop this system)</p> <p><b>Persia</b>-an empire to the east of Greece, ruled by kings, that tried to invade Greece (Ancient Persia is modern Iran)</p> <p><b>Olympics</b>- areligious festival held in honour of Zeus, attended by people from all over Greece</p> <p><b>legacy</b>-something that is part of our history that remains from an earlier time</p>
<p><b>Concepts</b></p> <p><b>Substantive</b>- power, democracy, empire and civilisation</p> <p><b>Disciplinary</b>- sources and evidence, similarities and differences</p>  		

	Knowledge	As historians, we will...	
<p><b>Session 1: The Ancient Greek City States</b></p>	<p>To know the Ancient Greeks lived in independent city states.</p> <ul style="list-style-type: none"> <li>• Ancient Greece was made up of a series of independent city states such as Athens and Sparta.</li> <li>• City-states ruled individually; some had kings; some had groups of people in charge. <ul style="list-style-type: none"> <li>• The city-states fought each other for resources and power.</li> </ul> </li> </ul>	<p>Understand the importance of the Geography of a country and the impact that this can have on how the Greeks lived. Use a resource to find out how the country was organised into 'city-states'.</p>	<p><b>Assessment opportunity</b></p> <p>Prior learning task: Re-cap Ancient Egypt and that the civilization began on the banks of the Nile.</p>
<p><b>Session 2: Athens: The Birthplace of Democracy</b></p>	<p>To understand that Athens was a democracy.</p> <ul style="list-style-type: none"> <li>• Athens was a city state in Ancient Greece.</li> <li>• Only citizens were allowed to vote in Athens. Male slaves and all women were not citizens.</li> <li>• The citizens of Athens could vote to remove leaders, so didn't need to suffer under tyrants.</li> </ul>	<p>Write about why Athens is thought to be the 'birthplace of democracy'. Acknowledge that some Historians didn't think that this was the case.</p>	
<p><b>Session 3: Sparta</b></p>	<p>To know the Spartans were famous for being great warriors.</p> <ul style="list-style-type: none"> <li>• The Spartans were famous for being the greatest warriors in Ancient Greece <ul style="list-style-type: none"> <li>• Spartan boys were trained to be soldiers. The training was very tough.</li> <li>• The word 'Spartan' today is used to describe something plain and basic.</li> </ul> </li> </ul>	<p>Use information written by a Greek biographer to learn about Spartan boys.</p>	
<p><b>Session 4: The Persian Wars</b></p>	<p>To know Sparta, Athens, and other city states joined together to fight in the Persian Wars.</p> <ul style="list-style-type: none"> <li>• Sparta and Athens were enemies, but they joined together to fight the Persians. They became allies.</li> <li>• King Darius thought it would be easy to conquer Greece, but he was wrong.</li> <li>• The Battle of Marathon is remembered today when people run 26 miles.</li> </ul>	<p>Know about 2 significant battles that took place during this period of History</p>	
<p><b>Session 5: Alexander the Great</b></p>	<p>To know Alexander the Great was a warrior who conquered a large area of land.</p> <ul style="list-style-type: none"> <li>• At 19, Alexander conquered the whole of Greece in just two years.</li> <li>• Alexander burned the Thebes to the ground and turned the people into slaves.</li> </ul>	<p>Explore the historical significance of Alexander the Great</p>	






	<ul style="list-style-type: none"> <li>Alexander was challenged to untangle a rope known as the 'Gordian Knot'. He cut straight through it with his sword.</li> </ul>		
<b>Session 6: Greek Philosophy</b>	<p>To know that Philosophy means 'love of wisdom'.</p> <ul style="list-style-type: none"> <li>The Ancient Greeks invented philosophy, meaning 'love of wisdom'.</li> <li>Three important philosophers of Ancient Greece were Socrates, Plato, and Aristotle.</li> <li>They asked important questions such as what it means to be a good person</li> </ul>	Begin to understand the discipline of Philosophy and its significance in Ancient Greece.	
<b>Session 7: Greek Gods</b>	<p>To know that the Ancient Greeks worshipped many gods.</p> <ul style="list-style-type: none"> <li>Religion in Ancient Greece was polytheistic which means they worshipped many Gods. <ul style="list-style-type: none"> <li>Zeus was the King of the Greek Gods and controlled the sky and the weather.</li> </ul> </li> <li>The influence of the Greek religion saw many similar Gods later in the Roman religion.</li> </ul>	Make links between Ancient Greece and Religion and the influence that religion had during this time.	
<b>Session 8: Greek Mythology</b>	<p>To know that Ancient Greeks myths/stories are still read today</p> <ul style="list-style-type: none"> <li>Ancient Greek Myths are stories that feature gods, creatures and monsters.</li> <li>The Ancient Greeks retold myths as a way of explaining the world around them.</li> <li>A centaur is a creature from Greek mythology that is half human half horse.</li> </ul>	Understand the stories that were told during this time and how we can learn from them.	
<b>Session 9: The Parthenon Marbles (The Elgin Marbles)</b>	<p>To understand that in the past, people removed art, architecture and artefacts from Greece.</p> <ul style="list-style-type: none"> <li>The Parthenon is a temple from Ancient Greece built on the Acropolis in Athens.</li> <li>A long time ago, people from England removed some sculptures, known as the Elgin Marbles, from the Parthenon and they are now in a museum in London.</li> <li>Some people think the Parthenon Marbles should be returned to Greece.</li> </ul>	Know that some historical artefacts have been moved from their place or origin.	
<b>Session 10: The Ancient Olympics</b>	<p>To know the city-states came together to compete in the Ancient Greek Olympic Games</p> <ul style="list-style-type: none"> <li>The Olympic Games were a festival to honour the Greek God Zeus.</li> <li>City-states would send men to compete in activities such as running, jumping wrestling and boxing.</li> <li>The Ancient Olympic Games left a legacy as the Olympics happen now in modern times.</li> </ul>	Examine artefacts in order to learn more about the Olympics and how it is similar/different to modern day Olympics.	
<b>Session 11: The Legacy of Ancient Greece</b>	<p>The Ancient Greeks left a legacy that influences how we live and learn today.</p> <ul style="list-style-type: none"> <li>The Ancient Greeks began to use a democratic system where citizens voted for their leaders; many countries around the world do this today. <ul style="list-style-type: none"> <li>Our modern Olympic Games are based on the Ancient Greek Olympic Games.</li> </ul> </li> <li>The Ancient Greeks began asking questions about life, thinking scientifically and solving mathematical problems- things we still do today.</li> </ul>	Write as an Historian in order to explain the legacy of the Ancient Greeks.	
<b>Session 12: Assessment</b>	Complete an extended writing task about the legacy of the Ancient Greeks. What impact did the Ancient Greeks have on our lives today?	Write as an Historian in order to explain the legacy of the Ancient Greeks.	<b>Assessment opportunity</b> Complete the MCQ or blank out sections of the K.O



# Year 5 - Medium Term Planning - History - Autumn 2

## The Early British Empire



<p><b>Prior Learning Links</b></p> <p>This unit builds on children’s previous knowledge of British history from the 16th to 18th century. The children begin by revisiting monarchs previously studied, such as Elizabeth I and James I, to set the context.</p>	<p><b>Essential Knowledge &amp; End Points</b></p> <ul style="list-style-type: none"> <li>• Great Britain had an empire from the 16th to the 20th century</li> <li>• Many monarchs were involved in growing the British Empire <ul style="list-style-type: none"> <li>• Britain traded with countries all over the world</li> </ul> </li> <li>• European trading nations increasingly fought over who controlled trade</li> <li>• The Mughal Empire ruled most of India and Pakistan in the 16th and 17th centuries</li> <li>• When the Mughal Empire collapsed, European nations fought for control of India</li> <li>• Britain was victorious during the Seven Years War and gained territory from France</li> <li>• Britain gained land in North America, Africa, the Philippines and India</li> </ul> <p><b>National Curriculum Coverage</b></p> <p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p>	<p><b>Key Vocabulary</b></p> <p><b>empire-</b> an empire is a group of countries ruled over by a single monarch or ruler</p> <p><b>imperial-</b> belonging or relating to an empire</p> <p><b>trade-</b> buying, selling or exchanging goods between people, companies or countries</p> <p><b>colony-</b> a country or area controlled by another country that is often far away</p> <p><b>enslaved person-</b> a person who is considered to be owned by another person and has to obey them</p> <p><b>merchant-</b> a person involved in trading goods</p>				
<p><b>Concepts</b></p> <p><b>Substantive-</b> empire, trade, power and war</p> <p><b>Disciplinary-</b> causation, sources and evidence and interpretation.</p>   	<p><b>Knowledge</b></p>			<p><b>As historians, we will...</b></p>		
<p><b>Session 1: The British Empire</b></p>	<p>To know that Britain had an empire</p> <ul style="list-style-type: none"> <li>• An empire is a group of countries ruled by a single monarch or ruler</li> <li>• Great Britain had an empire from the 16th to the 20th century</li> <li>• Many monarchs were involved in growing the British Empire</li> </ul>			<p>Understand the time periods being studied by placing the Early British Empire on a timeline with monarchs previously studied during the curriculum.</p>	<p><b>Assessment opportunity</b></p> <p>What empires have you studied? What is an empire? Ask children to record their ideas.</p>	
<p><b>Session 2: Global Trade</b></p>	<p>To know the origins of the British Empire in global trade.</p> <ul style="list-style-type: none"> <li>• Britain wanted to protect and expand its growing trade interests around the world.</li> <li>• Britain set up small and large colonies in the countries where they traded (such as Africa, America, the Caribbean and India).</li> <li>• European trading nations increasingly fought over who controlled trade.</li> </ul>			<p>Use our Geography skills when annotating a map to show the different trading routes that were used during the British empire.</p>		
<p><b>Session 3: The Mughal Empire and the East India Company</b></p>	<p>To know that the East India Company gained British political control in India</p> <ul style="list-style-type: none"> <li>• The Muslim Mughal (or Mogul) Empire ruled most of India and Pakistan in the 16th and 17th centuries</li> <li>• The Mughal Emperor allowed Britain to build trading bases in India which were controlled by the East India Company</li> <li>• Clive’s victory at the Battle of Plassey was a turning point in British rule in India</li> </ul>			<p>Have an appreciation of Art and how it can be used to tell us about the past.</p>		
<p><b>Session 4: The Seven Years War</b></p>	<p>To know that Britain was successful during the Seven Years War</p> <ul style="list-style-type: none"> <li>• Britain gained land in North America, Africa, the Philippines and India</li> <li>• By the end of the War, Britain had replaced France as the most powerful nation in the world</li> <li>• This led to a surge in patriotism in England, with people waving the Union Jack and singing Rule Britannia</li> </ul>			<p>Write an explanation about the Seven Years war</p>		
<p><b>Session 5: What motivated Britain to Build an Empire?</b></p>	<p>To understand why Britain was motivated to build an empire.</p> <ul style="list-style-type: none"> <li>• The British Empire emerged out of a desire to protect and expand its growing trade interests around the world. (Global Trade)</li> <li>• India had a huge population, so Britain exploited this to create a powerful army (Global Defence)</li> </ul>			<p>Plan for our historical essay writing</p>		

	<ul style="list-style-type: none"> <li>• Britain was extremely successful in the Seven Years War, gaining land in North America, Africa, the Philippines and India.</li> <li>• Many territories were gained from the French. (Global Political Power)</li> </ul>		
<b>Session 6: Assessment</b>	<p>Option 1: Essay (Causation): What led Britain to build an empire? (Note: Britain wasn't forced to do it, it was a choice).</p> <p>Essay Strip suggestions: Children to use this (or an adapted version) as a structural support tool to write their essays.</p> <p>Option 2: Explain two significant events that happened between (1497-1763) that enabled Britain to build an empire. (Examples can include: desire for more exploration and trade demand in England; Mogul Empire and East India Trading company; Battle of Plassey; Seven Years War).</p>	Write as an Historian using the knowledge I have gained.	<p><b>Assessment opportunity</b></p> <p>Children complete the MCQ and mark their own immediately afterwards to provide instant feedback.</p>



# Year 6 - Medium Term Planning - History - Autumn 2

## The Suffragettes



### Prior Learning Links

This unit builds on from the World War I unit studied in Autumn A. Although chronologically the Suffragette movement began before World War I, we recommend that World War I should be taught first so that children have the background knowledge regarding the role that women played in the war as well as the Representation of the Peoples Act that followed. The children have looked at the role of women across the curriculum, including how women were denied the right to vote in Athens, as they were not classed as citizens, and the role of women in Ancient Egypt.

### Concepts

**Substantive-** feminism, suffrage, equality and democracy.

**Disciplinary-** sources and evidence and similarities & differences



### Essential Knowledge & End Points

- During the 19th and early 20th century, only wealthy men could vote
- The National Union for Women’s Suffrage Societies was led by Millicent Fawcett
  - Fawcett wanted women to have the same voting rights as men
    - The NUWSS members (suffragists) campaigned peacefully
- The Women’s Social and Political Union was led by Emmeline Pankhurst
  - Pankhurst fought for suffrage for all women
- The WSPU members (suffragettes) were sometimes violent and broke the law
  - There was also an ‘anti-suffrage’ movement at the time
    - In 1918, some women were given the vote
  - In 1928, all women were given the same voting rights as men

### National Curriculum Coverage

A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066

### Key Vocabulary

- suffrage**-the right to vote
- electorate**-the people who can vote in an election
- democracy**- a system of government where those in power are voted for by the people: the word ‘democracy’ comes from two Greek words which mean ‘rule by the people’
- campaign**- where a group of people carryout actions to try and influence decisions made by the government and make a change
- petition**-a formal written request, usually signed by lots of people, asking the government or another important group to do something
- anti-suffragism**-people who believed that women should not be allowed to vote
- hunger strike**- when people refuse to eat as part of a protest
- suffragist**-a member of the National Union for Women’s Suffrage Societies (NUWSS) who campaigned peacefully for women’s suffrage
- suffragette**- a member of the Women’s Social and Political Union: a more radical group which sometimes used violence and broke the law

	Knowledge	As historians, we will...	
<b>Session 1: Democracy in the 19<sup>th</sup> Century</b>	<p>To understand that in the past, British democracy only included a small number of people.</p> <ul style="list-style-type: none"> <li>• Before 1832, only 3% of the country were able to vote</li> <li>• In 1867, the Parliamentary Reform Act increased the electorate to almost 2.5 million men</li> <li>• John Stuart Mill argued that the Reform Act should allow women property owners to vote too but MPs didn't agree</li> </ul>	Annotate a timeline of democracy in the 19 <sup>th</sup> century. Include before 1832, 1832, 1867 and John Stuart Mill.	<b>Assessment opportunity</b> Prior learning task: Show images of voting, the House of Parliament, Political campaign posters, famous MPs- ask children to explain democracy today. Who can vote? How do we vote? What do you know about democracy? What do you know about the history of democracy?
<b>Session 2: The National Union of Women’s Suffrage Societies</b>	<p>To know the National Union of Women’s Suffrage Societies campaigned for equal voting rights for women.</p> <p>The National Union of Women’s Suffrage Societies was formed in 1897 by uniting groups campaigning for women’s suffrage</p> <p>Millicent Fawcett, NUWSS president, advocated peaceful protest which included sending letters, publishing newspapers, organising petitions</p> <p>They campaign for the vote to be granted to women on the same terms ‘as it is, or may be’ granted to men</p>	Make comparisons between the NUWSS and the WSPU, looking at similarities and differences	
<b>Session 3: Emmeline Pankhurst and the WSPU</b>	<p>To know the WSPU was a more radical suffrage society that campaigned on behalf of all women</p> <ul style="list-style-type: none"> <li>• Emmeline Pankhurst (a former member of the NUWSS) formed the Women’s Social and Political Union.</li> <li>• The WSPU used extreme tactics to get their voices heard, which often included violence and breaking the law.</li> <li>• Emily Wilding Davison stepped out in front of the King’s racehorse at Epsom and died.</li> </ul>	Use sources and evidence to learn about the past.	
<b>Session 4: The Anti-Suffrage Campaign</b>	<p>To know that some people, including women, in the early 20th century opposed women’s suffrage.</p>	Explain why some people were against women’s suffrage	

	<p>During the 19th and early 20th century, there was widespread support for anti-suffragism.</p> <p>In 1908, the Women's National Anti-Suffrage League was set up</p> <p>In 1910, the National League for Opposing Women's Suffrage was created and published reviews arguing why women shouldn't have the vote.</p>		
<p><b>Session 5: World War I and the Representation of the People Act</b></p>	<p>To understand that Parliament finally granted women's suffrage in 1918 (to some women) and 1928 (all women over 21).</p> <ul style="list-style-type: none"> <li>• When World War I broke out, Emmeline Pankhurst stopped the campaign and urged women to support the war effort</li> <li>• In 1918, the Representation of the People Act gave all men over the age of 21, and women over 30 (who owned a house or were married to a homeowner) the right to vote</li> <li>• In 1928, all women over the age of 21 were given the same voting rights as men</li> </ul>	<p>Consider why historians believe that all women were finally given the same voting rights as men in 1928?</p>	
<p><b>Session 6: Assessment</b></p>	<p>Option A: To create a timeline, with key dates and information about the fight for women's suffrage</p> <p>Option B: Essay (similarities and differences): To what extent were all women in Britain fighting for women's suffrage between 1830-1928?</p>	<p>Write an account as an historian</p>	<p><b>Assessment opportunity</b></p> <p>Complete the MCQ or blank out sections of the K.O</p>